

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust

PE Funding Evaluation Form

- It is intended that this template should be used as preparation for the completion of the statutory digital reporting tool being introduced this academic year. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of the funding in 2024/25.
- All spending of the funding must conform with the terms outlined in the Conditions of Grant document.
- The template is a working document that you can amend/update during the year.
- Based on your evaluation of last year's funding you should decide what you intend to do this academic year, how you will do it, and what impact you expect it to have.

It is important that the funding is used effectively and based on your school's needs.

- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Summative digital reporting from June 2025 will continue to include swimming and water safety information therefore funding can be used to provide top-up lessons where necessary to ensure pupils meet national curriculum swimming requirements.

Key indicators- colour coded for use in document:

1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities.
2. Increasing engagement of all pupils in regular physical activity and sporting activities
3. Raising the profile of PE and sport across the school, to support whole school improvement.
4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils.
5. Increasing participation in competitive sport.

Review of last year 2024/2025

We recommend that you start by reflecting on the impact of current provision and reviewing your previous spend

What went well?	How do you know?	What didn't go well?	How do you know?
Behaviour has improved at lunch times. Fewer reported incidents and an increase in engagement in physical activity.	Lunch time supervisors have brought a range of equipment to ensure engagement in all types of sports. Such as, rounders cricket, tennis and football.	Use of putting green due to maintenance of area.	No engagement within this area.
Adaptations and inclusion for all children has been promoted through CPD of staff teaching PE.	All children accessing the curriculum regardless of ability. Staff have reported confidence in their understanding of how to make adaptations within the lessons. Formative assessments indicate an increased pupil participation.	Subject knowledge of Early Years PE. Teaching staff need further development on their understanding of the transitional knowledge of the EYFS to Year 1 curriculum.	EYFS PE curriculum map requires further development. Staff audit indicates that EYFS staff would like more support.
Participation in events led by companies such as Inspire, Active Sports, Leicester Riders and the involvement from local secondary schools to support whole school improvement.	We participated in a range of events including: Multi-sports, Saffron Lane Athletics, Quad Kids, Leicester Riders development night and Judgemeanow boys and girls' football.	Year 3 participation in sports events. Targeted opportunities for KS1 children.	Attendance register, pupil voice. Reporting of positive involvement.

Review of last year 2024/2025

Team games on the playground during lunch times and targeted interventions.

An increase in participation across competitive sports.

Bench ball, Judgemeadow football (girls and boys), Team building clubs, Active sports after school clubs, Leicester multi-sports club.

Attendance register for girls and boys at the football training and league competitions.
44 children across year 4, 5, and 6 participating in athletics training and events.
Sports Day in nursery, EYFS, KS1 and KS2.

A range of non-competitive sports and activities offered across the school.

Participation in wider curriculum sports (cricket tournaments, cross country and girl's netball).

Non-attendance.

Non-attendance

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
To upskill support staff with knowledge and understanding, when making adaptations for SEND children with high needs. Increase confidence, knowledge and skills of all knowledge through membership of SSPAN which offer a range of CPD opportunities. To continue to encourage all children to undertake thirty minutes of physical activity in addition to their PE lessons. To inform parents, staff and children of the various sporting activities on offer within school and from local sports facilities. To engage children in extra-curricular activities, in order to further develop skills and improve levels of physical activity. To develop key skills and participation in competitions and tournaments both internally and across city schools.	Specific planning and CPD videos produced for staff. Attending and application of knowledge gained by staff. The children took part in 'Move it March', Year Six students are trained to be playground leaders and play team games with the younger children, and all lunchtime staff have received CPD. Membership of PESSPA, Sporting news letters, notices sent to all classrooms. Variety of lunch time and after school clubs. Football, athletics and Sports Day.

Intended actions for 2024/25

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Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
• To develop a clear progression map which highlights the transition between EYFS to Year 1. • Increase the number of children passing 25m swim test by the end of Year 6. • Prerecorded videos showing skills required for the activity and to make the adaptations.	• A clear sequenced, progressive curriculum map. • Data collected from the leisure center. • Videos available for all staff.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
- Improved behavior through participation in sports. - The profile of competitive sports has been raised. - Developing school links and children participation in competitions against one another. PE and sports activity profile has been raised.	- Lunch time activities. Lunch time staff CPD on activities. Playground leaders. Increased in participation in the range of activities on offer at lunch time, lunch time clubs and after school clubs. - The number of children participating or applying for these events. Attendance and waiting lists. - Attendance to various competitive and non-competitive sports with local primary schools across the city Membership with PESSPA and networking with local schools and Leicester Riders development foundation.